

Juvenile Justice Training Academy Lesson Plan

Program: Juvenile Probation Supervision Officer Basic Course		Citation Source: TAC 37 Chapter 345
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development		
Course Title: Code of Ethics and Disciplinary Proceedings		
Developed By: Juvenile Probation RTO Team		Date: August 2015
Revised By: Delisha McLain, Curriculum Developer		Date: April 15, 2018
PARAMETERS		
Course Duration: 2.00 Hours	Minimum Maximum Participants Recommended: 5 - 50	
Instructional Setting: Classroom	Target Audience: Juvenile Probation Supervision Officers completing mandatory training.	
COURSE DESCRIPTION		
<p>This course will discuss personal and professional ethics along with ethical principles set forth for juvenile justice professionals in the Texas Administrative Code. Further, guidelines for reporting unethical behavior will be explained along with strategies for problem-solving ethical dilemmas.</p>		
APPROVALS		

Technical Authority

Jill Mata, General Counsel
Office of the General Counsel

Date

Training Authority

Kristy Almager, Director
Juvenile Justice Training Academy

Date

OBJECTIVES

At the conclusion of this course, participants will be able to:

1. Examine ethical principles mandated for juvenile justice professionals outlined in the Texas Administrative Code.
2. Explore appropriate steps to take when reporting unethical or unlawful conduct.
3. Explain the adverse consequences associated with unethical behavior.

INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, April 15, 2018
2. Copy of Current Participant Guide
3. Copy of Current Power Point Show

PARTICIPANT MATERIALS

1. Copy of Current Participant Guide

REFERENCES

1. EPCC Career Services. *Ethics in the Workplace*. www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf. Accessed March 20, 2018.
2. Google. Dictionary. *Ethics*. https://www.google.com/search?q=definition+of+ethics&sourceid=ie7&rls=com.microsoft:en-US:IE-Address&ie=&oe=&safe=strict&gws_rd=ssl. Accessed February 16, 2018.
3. Josephson Institute of Ethics. *Making Ethical Decision: The Six Pillars of Character*. <https://classes.soe.ucsc.edu/cmpe080e/Spring10/Week%2007/6-pillars.html>. Accessed February 20, 2018.
4. TEDEd. *The Science of Character*. <https://ed.ted.com/on/G0v14Tg9#review>. Accessed February 21, 2018.
5. Texas Administrative Code. *Chapter 344. Employment, Certification, and Training*. <http://www.tjjd.texas.gov/publications/default.aspx>. Accessed February 27, 2018.
6. Ibid. *Chapter 345. Juvenile Justice Professional Code of Ethics for Certified Officers*. <http://www.tjjd.texas.gov/publications/default.aspx>. Accessed February 27, 2018.
7. Ibid. *Chapter 349. General Administrative Standards*. <http://www.tjjd.texas.gov/publications/default.aspx>. Accessed February 27, 2018.
8. Washington Post. *She Didn't Expect Her Video of a Screaming Delta Passenger Would Go Viral. Now She Feels Bad*. https://www.washingtonpost.com/news/dr-gridlock/wp/2018/02/18/she-didnt-expect-her-video-of-a-screaming-delta-passenger-would-go-viral-now-she-feels-bad/?utm_term=.3de2136737a1. Accessed February 21, 2018.

ACKNOWLEDGEMENTS

1. Reblin, Jenna. Staff Attorney. Texas Juvenile Justice Department. Office of the General Counsel. Subject Matter Expert.
2. Texas Juvenile Justice Department. Juvenile Justice Training Department. *JPO | JSO Basic Course. Abuse, Neglect, and Exploitation*. March 2018.
3. Ibid. Juvenile Justice Training Department. *JPO | JSO Basic Course. Code of Ethics, Disciplinary and Revocation Proceedings*. August 2015.
4. Ibid. Juvenile Justice Training Department. *Direct Care Staff Development New Hire. Professional Ethics and Reporting*. August 1, 2015.
5. Ibid. Juvenile Justice Training Department. *Direct Care Staff Development Annual. Professional Ethics and Reporting*. August 1, 2015.

EQUIPMENT AND SUPPLIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Projector | <input checked="" type="checkbox"/> Screen |
| <input checked="" type="checkbox"/> Laptop computer | <input type="checkbox"/> Post-it Notes |
| <input type="checkbox"/> Chart Pad(s) or White Board | <input checked="" type="checkbox"/> Laser Remote |
| <input type="checkbox"/> Easel Stand (s) | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input type="checkbox"/> Marker(s) | <input type="checkbox"/> Other |

SCHEDULE

Introduction	10:00
Ethical Standards.....	30:00
Reporting Discipline	30:00
Ethical Dilemmas	40:00
Final Thoughts	10:00

LEGEND



For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



Speaker Notes

This will indicate information to be shared with participants



Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

IMPORTANT TRAINER INFORMATION

1. Prepare a **Parking Lot**. If a particular training course lends itself to potentially lengthy discussions that compromise training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled **Parking Lot**. Paper is placed on a wall at the beginning of the training session, easily accessible to everyone. If the Parking Lot is used, place several pads of post-it® notes on participant tables for use during the training session and provide participants instructions on how a Parking Lot is used during training.

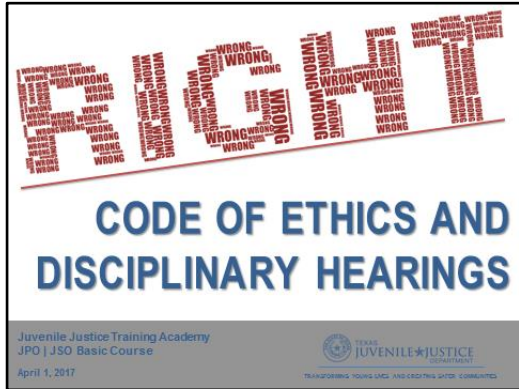
The Parking Lot's purpose is to track questions asked by participants and allows trainer to either research an appropriate answer or respond to the question at the applicable time during the lesson plan. Prior to ending the training session, the trainer will review questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. Trainer will either ask participants to confirm all posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from a subject matter expert (SME), the curriculum developer (CD), or other approved resource. A follow-up email should be provided to participants in the training session.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. During assigned activities, participants should be informed they have a "few" minutes to complete an activity instead of a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen time as needed.
4. During question and answer sessions or activities:
 - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participant responses. These questions are used to gain audience acknowledgement and not meant to be a lengthy group discussion.
 - b. Questions followed by an italicized (suggested) response – are to be covered by the trainer or participants. If participant responses do not cover the complete italicized response, the trainer will provide participants with the remaining information. The responses provided

are suggested best answers as approved by the Technical Authority. If participants suggest other responses, encourage them to explain their choices.

Disclaimer

The following curriculum was developed by the Texas Juvenile Justice Department. Approved curriculum is signed by both a Technical and Training Authority. The Certification exam is based on approved TJJD standardized curricula. TJJD is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements explaining local policy and procedure without breaching the fidelity of the information are supported. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.



Slide 1 - Introduction

Instructor's Corner:

PG: 5

Trainer Notes:



INTRODUCTION

(Welcome participants to the course and discuss the agenda including information on breaks, lunch time, and other pertinent information. If using the "Parking Lot," prior to class, prepare a chart to use later as noted in the Important Trainer Information section of the LP. Place Post-it® notes on the tables or next to the Parking Lot chart for participant use.)

(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in certain counties or facilities. Deviations from this TJJD approved curriculum are discouraged; however, enhancements explaining local policy and procedure without breaching fidelity of the information are acceptable.)

Welcome to the course on *Code of Ethics and Disciplinary Proceedings*. We are often faced with ethical decisions, whether personally or professionally in the workplace. Ethics or the moral principles which govern a person's behavior are often the catalyst for all of the decisions we make in our lives. When entering a professional environment, a code of ethics outlined by a department or agency, provide the framework for how you should act and base decisions. As a juvenile justice

professional, an understanding of these ethics will not only empower you, but will directly impact your success.

Today, we will discuss differences with personal and professional ethics as well as the code of ethics set forth in the Texas Administrative Code (TAC). Local departments and facilities will likely have a code of ethics set by internal policy you must follow in addition to the principles outlined in the TAC, however this course is focused on the code of ethics all certified officers must follow in the state of Texas. We will also talk about what you should do if you see or know of someone making bad ethical decisions and what happens during disciplinary proceedings.

Let's review the objectives for the course today.

Objectives

- Examine ethical principles mandated for juvenile justice professionals outlined in the Texas Administrative Code.
- Explore appropriate steps to take when reporting unethical or unlawful conduct.
- Explain the adverse consequences associated with unethical behavior.

April 15, 2018

Texas Juvenile Justice Department
Juvenile Justice Training Academy

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Slide 2 - Objectives

Instructor's Corner:

PG: 5



This slide appears blank. Click for each of the objectives to appear as they are mentioned.

Trainer Notes:



Objectives

(Click for each objective to appear. Ask different participants to read each of the performance objectives).

At the end of the course today, you should be able to:

1. Examine ethical principles mandated for juvenile justice professionals outlined in the Texas Administrative Code.
2. Explore appropriate steps to take when reporting unethical or unlawful conduct.
3. Explain the adverse consequences associated with unethical behavior.


Q: What questions do you have before we get started? *(Answer questions, if any.)*



Slide 3 - Ethical Standards

Instructor's Corner:

PG:

 This slide appears with a picture. Click for the video to play when mentioned in the LP.

Trainer Notes:



Ethical Standards

We are faced with ethical situations every day. The way they are handled can vary significantly from person to person and at some point you may discover someone you are close to has different ethical standards than you.

Q: What is the definition of personal ethics?

A: The moral principles which we base our decisions of right and wrong. They are often shaped by things such as cultural norms, religion, and societal standards.

Listen to the following scenarios.

(Read the following scenario to participants.)

Scenario 1

As a man standing in front of you pays for his items at a cash register, he drops a \$20 bill on the ground. Although he seems to be in a hurry, you pick up the money and go to try and find him, but he has already disappeared somewhere into the

parking lot. What do you do with the \$20? Stand up if you would decide to keep the money. Keep sitting in your seat if you would not keep the \$20 and instead give it to the store manager. *(Give participants a moment to stand or continue sitting.)*

(Ask participants to sit down and then read the next scenario.)

Scenario 2

You come to a stop at a red traffic light you know is unusually long. You are in a hurry and see there are no other cars around. Would it matter if you went through the red light? You rationalize it wouldn't hurt anyone because no one is around. Stand up if you would run the red light. Keep sitting if you would wait for the light despite being in a hurry.

(Ask all participants to sit down and continue with the lesson plan.)

All of us will respond to these situations differently. Because you choose one outcome versus another does not mean you can judge others for their personal choice. As juvenile justice professionals however, we are held to high professional standards and although our personal ethics have no bearing in a professional environment, if we make poor ethical decisions when we are not on duty, we may find ourselves the subject of an investigation or out of a job.



I am going to show you a short video of a women employed with the state of New York who recently found herself the subject of an investigation after a video of her rant was circulated on social media. As you watch, think about how your personal ethical decisions could affect your job.

(Click to play video clip entitled Frazzled Delta Passenger. Length of clip is 46 seconds.)

Q: What are your thoughts on the video? *(Elicit responses.)*

The passenger changed her tune when the flight attendant wanted her removed from the plane, but the damage had already been done. These days, most everyone has a cell phone with a video feature and you could be recorded at any time. Unfortunately for the passenger in the video, her personal ethics caused her to be suspended from her job and now her livelihood is in jeopardy. Always be mindful of the way you treat people, whether at work or not because it could affect your career later.

Q: What is the difference between personal and professional ethics? *(Elicit responses.)*

Professional ethics are legal requirements, employer expectations, or rules, usually found in statute or policy, which employees are expected to adhere to. While in the workplace, certified officers are expected to abide by the professional code of ethics outlined in the Texas Administrative Code and any other code of ethics policies adopted by your employer.

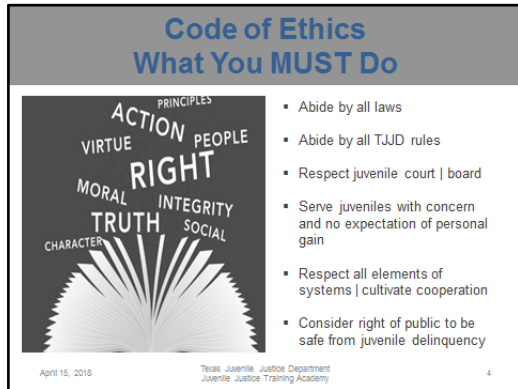
Q: Why is it better to rely on professional ethics versus personal ethics in the workplace? *(Elicit responses.)*

In any professional environment, there will be people with varying backgrounds, beliefs, and principles along with personal ethics you may not agree with. It is imperative everyone in the workplace abides by professional ethics to ensure local department policies, procedures, TJJD rules, and state and federal laws are followed. Abiding by a code of ethics also promotes an environment of consistency, fairness, and integrity.

Q: What questions do you have regarding personal versus professional ethics?

(Answer questions, if any.)


Let's begin our discussion on the ethical principles outlined in the TAC.



Slide 4 - Code of Ethics | What You MUST Do

Instructor's Corner:

PG: 6

 This slide appears with a picture. Click for each of the principles to appear as mentioned in the LP.

Trainer Notes:



Code of Ethics | What You MUST Do

Chapter 345 of the TAC begins with the following sentence: “The people of Texas expect juvenile justice professionals to exhibit honesty and respect for the dignity and individuality of human beings and display a commitment to professional and compassionate service.” The way we must embody this statement is in part, by adhering to the following principles as outlined in the TAC:

(Click for each principle to appear as it is mentioned.)

- Abide by all federal laws, federal guidelines, rules, state laws.
- Abide by all TJJD administrative rules.
- Respect the authority and follow directives of the juvenile court and governing juvenile board.
- Respect and protect the legal rights of all juveniles, parents, or guardians.

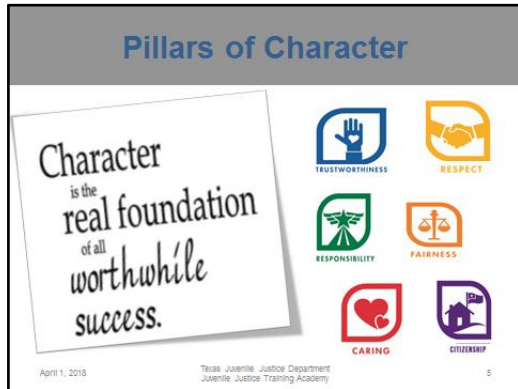
- Serve juveniles with concern for their welfare and no expectation of personal gain.
- Respect the significance of all elements of the juvenile justice and human services systems and cultivate professional cooperation within each.
- Respect and consider the right of the public to be safe from the effects of juvenile delinquency.
- Be diligent in recording and making any and all information available for review which could contribute to sound decisions affecting juveniles or public safety.
- Without hesitation, report any corrupt or unethical behavior which could affect a juvenile or the integrity of the juvenile justice system.
- Maintain the integrity and confidentiality of juvenile information; seek information only necessary for job duties and do not reveal information to anyone who does not have authorized access to the information for professional use.
- Treat all juveniles and families with courtesy, consideration, and dignity.

The Texas legislature tasks the Texas Juvenile Justice Department to guarantee these principles are implemented and practiced at local juvenile probation departments. Several entities in the hierarchy of supervision are responsible for compliance of the code of ethics including:

- Juvenile Boards | TJJD relies on all juvenile boards to adopt these principles and to guarantee local juvenile probation departments comply with them.
- Chief Administrative Officers and Facility Administrators | Chiefs and facility administrators across the state are not only responsible for making certain their department is in compliance with the state standards, but to confirm the approved policies and procedures are being followed.
- Supervisors or Managers | Administrators expect supervisors and managers make certain policies and procedures are being followed by employees and be sure programs are being offered in the community.
- You | Ultimately, you will be held accountable for following the code of ethics, so it will be your responsibility to be familiar with the principles and to adhere to them at all times.

Q: What questions do you have about the code of ethics? *(Answer questions, if any.)*

Possessing an upstanding character or strict moral code as a certified officer makes abiding by the code of ethics straight forward and second nature. Character is often built upon a few fundamentals or pillars, which we talk about next.



Slide 6 - Pillars of Character

Instructor's Corner:

PG: 6

This slide appears with a picture. Click for video to play and then for pillars to appear as they are mentioned in the LP.

Trainer Notes:



Pillars of Character

Character is innate in all of us. We are all born with unique character or personal strengths, and when working with juveniles, families, and coworkers, must embody a particular set of characteristics to be successful.



Let me show you a video about character, which actually explains the formation of our character. As you watch the video, think about your own character strengths and write down why they are important as a juvenile justice professional.

(Click to play video titled The Science of Character. Length of video is 8 minutes and 04 seconds.)

Q: What are your thoughts on the video? *(Elicit responses.)*

Q: What strengths did you write down and why are they important to the work you do? *(Elicit responses.)*

There are six particular standards of character we must exemplify, in tandem, when working with juveniles and families which will serve as the core for not only informed decisions, but ones that are ethically sound.

(Click for pillars of character to appear, as they are mentioned.)

Let's begin with the first pillar, trustworthiness.

- Trustworthiness

Trust involves people knowing they can count on your word. A person of trust completes tasks as assigned and tries their best to meet deadlines. Other traits of a trustworthy person:

- Honesty | Telling the truth, being sincere, and forthright.
- Integrity | Being consistent, in control, and knowing the importance of values and following the rules, particularly when no one is looking.
- Reliability | Making a complete effort to fulfill obligations and not relying on excuses.
- Loyalty | Following the mission of the organization, safeguarding juvenile information, and making decisions based on policy and procedure.

- Respect

Listening without judgement and treating everyone, even juveniles or families who are rude and obnoxious are ways to show respect.

Other ways include:

- Courtesy | Treating people fairly and with compassion.
- Dignity | Treating everyone with consideration and allowing

juveniles and families an opportunity to voice opinions about possible outcomes.

- Acceptance | Treating people the same regardless of their culture, beliefs, sexual orientation, and attitudes.

- Responsibility

Being in control of our own actions and recognizing there are consequences for negative behavior are both ways to be responsible. A few other ways include:

- Accountability | Accepting consequences for actions and never blaming others for mistakes.
- Pursuing Excellence | Working hard, being diligent in your work and finding resources for dysfunctional families based on challenges within the family.
- Self-Restraint | Controlling emotions and keeping anger in check when juveniles, families, or coworkers do or say something challenging or inappropriate.

- Fairness

Giving everyone the benefit of the doubt and not jumping to conclusions are attributes related to being fair. Some others include:

- Impartiality | Gathering all pertinent information when making decisions, despite personal views and avoiding favoritism.
- Equity | Making decisions based on the needs of individuals and not on biases or assumptions.

- Caring

Having a concern about the well-being of others and displaying empathy are

both ways to relay a caring attitude. Some other ways to do so include:

- Kindness | Showing you care about juveniles despite their delinquent behavior.
- Helpfulness | Providing juveniles and families resources they may not have, showing concern when families do not have access to necessities, and offering solutions.

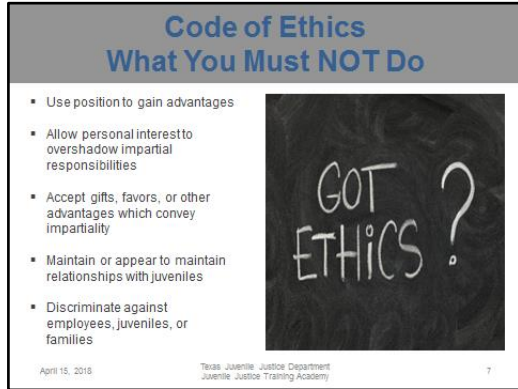
- Citizenship

Knowing and abiding by policies and procedures are both ways to be an efficient juvenile justice professional. Some other ways to be a good citizen at your workplace include:

- Volunteer | Offering support for activities designed for juveniles or coworkers, like sports day or a picnic for staff members.
- Resourceful | Being aware of community resources and providing families with information about them, based on their needs.

Q: What questions do you have about the six pillars of character? (*Answer questions, if any.*)

As you begin supervising juveniles, you may encounter day-to day situations when your character may be challenged. Although we must focus on what we are supposed to do, we also need to be aware of things we must not do. Let's talk about what TAC outlines now.



Slide 7 - Code of Ethics | What You Must NOT Do

Instructor's Corner:

PG: 7

 This slide appears with a picture. Click for each point to appear as it is mentioned in the LP.

Trainer Notes:



Code of Ethics | What You Must NOT Do

Just as the TAC outlines the code of ethics which must be followed, it also defines what juvenile justice professionals must not do, including:

(Click for each of the following points as they are mentioned.)

- Use official position to gain privileges or advantages.
- Allow personal interest to overshadow impartial and objective professional responsibilities.
- Accept gifts, favors, or other advantages giving the appearance of impropriety or impairing impartial and objective professional responsibilities.
- Maintain or appear to be maintaining an inappropriate relationship with a juvenile, including, but not limited to, bribery, solicitation, or acceptance of gifts, favors, or services from juveniles and families.

- Discriminate against any employee, juvenile, parent, or guardian on the basis of race, ethnicity, gender, disability, national origin, religion, sexual orientation, political belief, or socioeconomic status.
- Misuse government property, resources, or personal property or funds belonging to a juvenile.
- Be designated as a perpetrator in an abuse, exploitation, and neglect investigation conducted by TJJD.
- Interfere with or hinder any abuse, exploitation, and neglect investigation, including a criminal investigation conducted by law enforcement or other investigations conducted.
- Deliver into or remove from the grounds of a juvenile facility, program, or department any item of contraband or possess or control any item of contraband beyond the time period required to immediately report and deliver the item to the proper authority within the facility, program, or department.
- Use violence or unnecessary force; only the amount and type of force reasonably necessary and appropriate when justified to safeguard the security of juveniles or of the facility, program, or department shall be used.
- Falsify or make material omissions on government records.

Q: What questions do you have about what not to do as a juvenile justice professional? *(Answer questions, if any.)*

If you keep the six pillars of character in the forefront of your mind when performing your responsibilities, abiding by the code of ethics should not be difficult. Let's talk about a few other strategies you can use when making ethical decisions.



Slide 9 - Ethical Strategies

Instructor's Corner:

PG: 7

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Trainer Notes:



Ethical Strategies

There are some ethical situations which are clearly right or wrong and that most reasonable people would decide the same thing when faced with them. Many times though, ethical dilemmas force people to weigh their personal, internal compasses to come to a conclusion. These situations are usually not black or white and may not always be covered in local policy or procedure. With professional ethics as your guide, there are some strategies you can use when you are tasked with solving these ethical dilemmas.

(Click for each strategy to appear as it is mentioned.)

- Stop and think | Take your time and figure out what is going on. Impulsive responses can lead to dire consequences.
- Learn the facts | Figure out what is true and factual. Your decision should be based on facts and what the law says.

- Determine options | Ascertain what options are available to you. Sometimes, bringing in an objective third-party can provide a better picture of the situation.
- Consider the consequences | Explore the short-and long-term repercussions of your decision and determine if you can abide by them.
- Choose wisely | Choose the best, most ethical option and take ownership of the choice made.

Q: How can these strategies help you when working with juveniles? (*Elicit responses.*)

So far today, we have talked about the code of ethics, including laws we must follow and what we must avoid, key character traits of a juvenile justice professional, and how to make ethically sound decisions. Even with all of this information, some people may still decide to make unethical choices and will likely have to suffer consequences. Let's talk about what you should do if you have to report unethical behavior.



Slide 10 - Reporting | Discipline

Instructor's Corner:

PG: 8

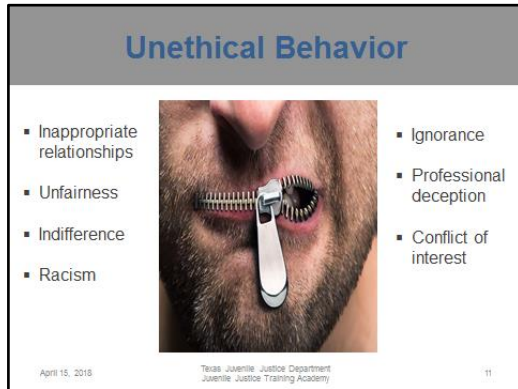
Trainer Notes:



REPORTING | DISCIPLINE

Your conduct and decisions must reflect professionalism toward everyone at all times. Not only does this keep all employees and juveniles safe, it also builds comradery, respect, and trust. Professional conduct also demonstrates positive ways to resolve conflict, disagree respectfully, and accept consequences calmly, all of which juveniles in your care will observe. Even if you are making ethical decisions, there may be situations where you observe a coworker behaving inappropriately, toward juveniles or in other situations and you must take action. You not only need to know what you must do if you have to report unethical behavior but also what consequences an individual may face if they act unethically.


Let's start with what kinds of behaviors may be considered unethical.



Slide 11 - Unethical Behavior

Instructor's Corner:

PG: 8

 This slide appears with a picture. Click for the behaviors to appear as they are mentioned in the LP.

Trainer Notes:



Unethical Behavior

There are some behaviors you may observe in the workplace which may be considered unethical. They include:

(Click for each behavior to appear as it is mentioned.)

- Inappropriate relationships
 - Treating select juveniles or certain staff better than others
 - Supervising family members and/or friends and providing them with perks
 - Asking for sexual favors from juveniles
 - Engaging with juveniles on social media platforms for purposes of personal gain
 - Allowing juveniles to engage in inappropriate connections with other juveniles, such as holding hands, hugging, kissing, or any other sexual conduct

- Unfairness
 - Treating someone worse than another with no basis
 - Cultural prejudices or biases guiding decisions
 - Seeking credit, despite not having worked on a project

- Indifference
 - Failing to care about bad behavior, either with juveniles or coworkers
 - Ignoring unethical or inappropriate behavior
 - Overlooking and failing to report any safety hazard which may cause injury

- Racism
 - Judging people based on race
 - Making decisions, often unfair based, on race

- Ignorance
 - Claiming to not know policies and procedures
 - Failing to abide by professional boundaries, claiming oblivion about rules
 - Failing to report or turning the other cheek on all possible harm or mistreatment of juveniles, juvenile misconduct, use of force whether performed by another juvenile, employee, volunteer, or contractor, or unethical behavior
 - Failing to report any information about evidence of a juvenile's plan to escape or abscond, escape or absconding attempts, actual escapes or absconding, or assistance a juvenile receives after absconding or escaping

- Professional deception
 - Using badge to get discounts, special admission, or special treatment not offered to all other officers
 - Presenting a false sense of oneself
 - Falsifying or making material omissions to governmental records

- Conflict of interest
 - Working another job which rivals the mission of a department or facility
 - Divulging confidential information to unnecessary parties
 - Engaging in relationships with someone in the same chain of command
 - Maintaining current or former relationships with an individual related to juveniles in care.
 - Failing to report an arrest, criminal charge, change in status of a criminal charge, or protective order naming oneself as the respondent

Q: What questions do you have about unethical reportable behavior? (*Answer questions, if any.*)

This list is not exhaustive and if you are ever in doubt, report the inappropriate behavior anyway. As a member of a team, and to keep everyone safe, a spirit of teamwork is required. To protect members of your team, you must be willing to report them if they are in violation of federal, state laws, or department policies. Doing so may prevent smaller transgressions from turning into significant acts which may lead you and your coworker to disciplinary actions.

Now that you know what unethical behavior looks like, let's talk about where you should submit a report regarding unethical behavior.



Slide 12 - Where To Report

Instructor's Corner:

PG: 8

Trainer Notes:



Where to Report

Much like allegations of abuse, neglect, and exploitation, juvenile justice professionals have a duty to report all unethical allegations, even if it is not known if the situation actually occurred. You must follow local policy and procedure with regard to where the report should be submitted. Many departments and facilities will have an investigative unit in which ethical violations and abuse, neglect, and exploitation reports should be filed. If not, you should report an ethical violation directly to your supervisor, who will then forward the allegation to the appropriate entity. This is different from allegations of abuse, neglect, or exploitation which must be reported by a first responder, or the employee, volunteer, or other individual working under the auspices of a facility or program who receives a report or has first-hand knowledge of an incident or witnesses an event occurring.

The chief administrative officer, facility administrator, or juvenile board will determine if an internal investigation will be launched. It may be decided an investigation is not necessary and the case will be closed. If however, an investigation is initiated regarding an unethical violation, the report must be

submitted to TJJD, where an independent investigation by the Office of the General Counsel will be conducted.

Q: What questions do you have about where to submit allegations of unethical behavior? *(Answer questions, if any.)*

The local department, facilities, and TJJD have several options at their disposal when deciding what punishment, if any should happen to an officer if they are accused of an unethical violation.

Disciplinary Options

Local Options

- No action
- Reprimand
- Suspension
- Termination
- Refer to TJJD
 - Investigation
 - Disciplinary Hearing

you are **FREE** TO CHOOSE, BUT YOU ARE NOT **FREE** from the CONSEQUENCE OF YOUR CHOICE

April 15, 2018


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Juvenile Justice Training Academy

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Slide 13 - Disciplinary Options

Instructor's Corner:

PG: 8

 This slide appears with a picture. Click for the options to appear as they are mentioned in the LP.

Trainer Notes:



DISCIPLINARY OPTIONS

Once an allegation of unethical conduct is reported at a local department or facility and it is found to be true, an officer may receive the following:

(Click for each of the options to appear as they are mentioned.)

- No action

A department may decide an investigation is not warranted

- Reprimand

Verbal or written, to be included in personnel file

- Suspension

For a length of time determined by the local department

- Termination

Even if an officer is terminated, they may still receive disciplinary sanctions

from TJJD

- Refer to the Texas Juvenile Justice Department (TJJD) for investigation and | or disciplinary hearing

When a local department submits a case of unethical conduct to TJJD, an attorney with the Office of the General Counsel will review the facts of the case and decide on what disciplinary action shall be imposed, independent of the decision of the local department. Some actions available:

(Click for each of the options to appear as they are mentioned.)

- No action | The case is closed with no formal disciplinary action
- Written reprimand | Placed in an individual's personnel file
- Probated suspension | An officer is allowed to continue working as a certified officer with TJJD specific provisions in place
- Active suspension | An officer cannot work as a certified officer; apply for certification or re-certification during the suspension period; nor can he (or she) request a waiver or appeal the suspension
- Temporary emergency suspension | An officer's certification is immediately actively suspended while an investigation of a Code of Ethics Violation and/or Abuse, Neglect, Exploitation allegation ensues.

- Revocation | An officer's certification is revoked and he (or she) can no longer work as a certified officer, nor can he (or she) receive a certification in the future

If an employee is facing disciplinary action, they will be notified via a petition, which will identify the date of the scheduled hearing, outline the allegation and provides instructions on how to contest the pending actions. This information will be mailed to the last known address on file with TJJD and will be sent regardless of whether the employee has separated from the department. Further, if it is determined any individual, after a contested case hearing, or any officer:


- engaged or solicited any sexual contact or romantic relationship with a juvenile;
- possessed or distributed child pornography;
- convicted of or placed on deferred prosecution for a felony offense requiring sex offender registration; or
- convicted or placed on deferred prosecution for a felony controlled substance offense,

an application will be permanently denied to the individual and an officer's certification will be permanently revoked.

Q: What questions do you have disciplinary options? *(Answer questions, if any.)*

Now that we have discussed the code of ethics and how to report unethical behavior, let's put your knowledge to the test by doing an activity.

Activity | Ethical Dilemmas



1. Which code of conduct principles are being violated?
2. How are the principles being violated?
3. What could be done to comply with the TAC Code of Ethics?

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Slide 15 - Activity | Ethical Dilemmas

Instructor's Corner:

PG: 9

Trainer Notes:



For Your Eyes Only – Activity: Ethical Dilemmas

1. Individually or in groups of 2-4 if possible, have participants read the scenarios and answer the related questions. (*Assigning groups is at your discretion and may depend on time, etc.*)
2. Inform groups to select a spokesperson, who will share a few of the groups' answers when everyone has finished.
3. Discuss the answers in the large group.

Activity Point: The point of this activity is to provide participants with a review of the do's and don'ts of the code of ethics, recognize inappropriate behavior, and strategize on how allegations of ethical misconduct shall be reported.



Activity: Ethical Dilemmas

Time: 40 Minutes

In your participant guide, turn to the activity titled *Ethical Dilemmas*. Individually or in groups, read the scenarios and answer the following questions:

- Which code of conduct principles is being violated?
- How are the principles being violated?
- What could be done to comply with the TAC Code of Ethics?

We will discuss as a large group when everyone is finished.

Debrief

(Have various participants read each scenario and answer the question. Allow time for brief discussions about the responses, then move on to the next scenario.)

Scenario 1

An employee discovers her daughter has a new boyfriend whose name sounds familiar. She checks her department's records to see if she has dealt with the young man before. She also calls one of her law enforcement contacts and asks them to run a background check on the young man.

1. Which code of conduct principles is being violated?

A juvenile justice professional must maintain the integrity and confidentiality of juvenile information; should seek information only necessary for job duties; AND shall not reveal information to anyone who does not have authorized access to the information for professional use.

2. How are the principles being violated?

The employee is looking up confidential records of the young man with no professional basis. Further, the law enforcement contact runs a background check for personal use.

3. What could be done to comply with the TAC Code of Ethics?

Even though the employee would like to find out whether the young man is worthy of her daughter, she must refrain from getting information through the department or other law enforcement channels. Rather, she should ask the young man directly if he has been involved in the juvenile system.

Scenario 2

JPO Jones has fallen behind in her work. As a result, she has had to delay completing documentation for several juveniles until today. As she completes the paperwork, which requires juvenile signatures, she back dates the documents in order to remain in compliance. Next time she sees the juveniles, she tells them to sign the forms, with the back date.

1. Which code of conduct principles is being violated?

A juvenile justice professional must be diligent in recording and making any and all information available for review which could contribute to sound decisions affecting juveniles or public safety AND shall not falsify or make material omissions on government records.

2. How are the principles being violated?

The JPO is persuading juveniles to sign their name to falsified documents. She engaged in the prohibited behavior of falsifying records and was not diligent in maintaining information in juvenile files. This is considered tampering with a

government document, a criminal offense.

3. What could be done to comply with the TAC Code of Ethics?

Any juvenile justice professional must always put the correct date on any paperwork and accept the consequences of submitting documents late.

Scenario 3

A group of coworkers are driving to training in a county van marked with a county seal. During a pit stop at a corner store, a coworker purchases a case of beer and brings it onto the van. The individual driving proceeds to the hotel.

1. Which code of conduct principles is being violated?

A juvenile justice professional must not misuse government property, resources, or personal property or funds belonging to a juvenile AND must abide by all federal laws, federal guidelines and rules, state laws, and TJJD administrative rules.

2. How are the principles being violated?

The coworkers are drinking alcohol in a government owned vehicle. The driver has an obligation to follow all rules while operating a state vehicle and it is against the law to have an open container in a moving vehicle.

3. What could be done to comply with the TAC Code of Ethics?

The driver must inform the coworkers they are prohibited to drink the beer, until they arrive at their intended destination. It is dangerous for anyone to be drinking, particularly when riding in a government vehicle. If an accident occurred, this information could be used against everyone in the vehicle. The driver should stop the

vehicle, dispose of the beer, and continue on with the trip.

Scenario 4

JSO Mitchell is in the gym with two juveniles who are larger than he is. The juveniles begin to argue which leads to a fight. JSO Mitchell backs away from the fighting juveniles and watches for a full minute before calling for help. At no point did he attempt to intervene.

1. Which code of conduct principles is being violated?

A juvenile justice professional must serve all juveniles with concern for their welfare and no expectation of personal gain.

2. How are the principles being violated?

The JSO failed to intervene when he observed two juveniles fighting each other. By allowing them to fight for a full minute and waiting to call security for assistance, he put their welfare in jeopardy. All juvenile justice professionals must keep juveniles safe and JSO Mitchell will be subject to disciplinary action because he failed to consider the welfare of the two juveniles.

3. What could be done to comply with the TAC Code of Ethics?

JSO Mitchell should have immediately called for assistance and he should have attempted to step in and stand between the juveniles fighting.

Scenario 5

JPO Donovan has never had much success in getting help from other human service

agencies such as Child Protective Services and the local mental health authority. JPO Donovan considers himself a no nonsense person and does not hesitate to express his disgruntled opinions about these agencies whenever he gets the chance.

1. Which code of conduct principles is being violated?

A juvenile justice professional must respect the significance of all elements of the juvenile justice and human services systems and cultivate professional cooperation within each.

2. How are the principles being violated?

Although JPO Donovan may have had some specific experiences with various agencies, he is not respecting the overall mission of other agencies and is not cultivating positive and professional relationships. All juvenile justice professionals must respect other agencies and adopt an attitude of cooperation and respect for each one.

3. What could be done to comply with the TAC Code of Ethics?

JPO Donovan should do all he can to make interactions with other agencies positive and accommodating. By adopting a teamwork approach with others, individuals will be more likely to be helpful and respectful.

Scenario 6

An employee is instructed by her supervisor to contact an Administrative Investigations Division (AID) Investigator with TJJD. The investigator wants the employee to act as a possible witness in a case. After no response from the employee for several days, the investigator attempts to contact the employee directly via email

and voicemail. After a week, the employee still has not contacted the investigator.

1. Which code of conduct principles is being violated?

A juvenile justice professional must not interfere with or hinder any abuse, exploitation, and neglect investigation, including a criminal investigation conducted by law enforcement or other investigations conducted.

2. How are the principles being violated?

The employee failed to cooperate fully in the administrative investigation by not being available to fully answer all work-related questions.

3. What could be done to comply with the TAC Code of Ethics?

The employee should answer the investigator's email or phone call promptly, update all personal contact information with the local human resource department, and regularly check in with a direct supervisor for updates.

Scenario 7

A JSO's driver's license is suspended, after he has been on the job for a year. While his license is suspended, he didn't inform his supervisor of his license status and he continues to transport juveniles in a county vehicle.

1. Which code of conduct principles is being violated?

A juvenile justice professional must not misuse government property, resources, or personal property or funds belonging to a juvenile; AND shall abide by all federal laws, federal guidelines and rules, state laws, and TJJD administrative rules.

2. How are the principles being violated?

The employee failed to obey policy and procedure and engaged in prohibited behavior while interacting with juveniles by driving with a suspended license. He also is violating all laws by failing to have a valid driver's license.

3. What could be done to comply with the TAC Code of Ethics?

The employee must promptly notify a supervisor of a suspended license and the ineligibility to drive.

Scenario 8

While at a non-work related party, one employee overhears a fellow employee talking about a juvenile she supervises. In talking about the juveniles' antics, the employee refers to the juvenile by name and in response to questions; ends up providing information about the juvenile's background, including the committing offense.

1. Which code of conduct principles is being violated?

A juvenile justice professional must maintain the integrity and confidentiality of juvenile information; should seek information only necessary for job duties and shall not reveal information to anyone who does not have authorized access to the information for professional use.

2. How are the principles being violated?

The employee failed to respect the juvenile's privacy and confidentiality of the offense by divulging the information to someone non-related to the juvenile's case.

3. What could be done to comply with the TAC Code of Ethics?

The employee must refrain from divulging confidential information to anyone who is not directly working on the juvenile's case. The employee who overheard the conversation must report this information by following the channels outlined by local department policy and procedure.

Scenario 9

An off-campus picnic is being held for employees and their families. As one employee walks over to a picnic area, she overhears a few coworkers talking about a post on social media. The employee realizes her coworkers are talking about a juvenile who used to be on probation, but was released over a year ago. The coworker begins talking about her relationship with the juvenile and how she keeps up with him to try and keep him out of trouble. She has even picked him up to help him enroll in school.

1. Which code of conduct principles is being violated?

A juvenile justice professional must not maintain or appear to be maintaining an inappropriate relationship with a juvenile, including, but not limited to, bribery, solicitation, or acceptance of gifts, favors, or services from juveniles and families

2. How are the principles being violated?

The employee engaged in an inappropriate relationship with the juvenile by corresponding with him and picking him up to enroll in school. Any contact with the juvenile should be initiated by the juvenile at the department only and should be conducted on a professional level. Outside contact or congregating with juveniles, whether on probation or not, is prohibited unless it is for professional reasons.

Engaging with juveniles on social media is frowned upon and may lead to inappropriate relationships.

3. What could be done to comply with the TAC Code of Ethics?

The employee should refrain from maintaining a relationship with any juvenile, particularly if they are not on supervision. If a juvenile contacts anyone affiliated with the juvenile probation department, community information may be provided, but the interaction must remain on a professional level. The employee who overheard this conversation must report this information by following the channels outlined by local department policy and procedure.

Q: What additional questions do you have about this activity and professional ethics and reporting? *(Answer questions, if any.)*


The TAC Code of Ethics discussed today outlines principles we must all adhere to. All juvenile justice professionals can raise the bar of expectation by modeling professional conduct at all times. Let me share with you some final tips on how to promote an ethical atmosphere.



Slide 16 - Promoting an Ethical Environment

Instructor's Corner:

PG: 15

 This slide appears with a picture. Click for the strategies to appear as they are mentioned in the LP.

Trainer Notes:



Promoting an Ethical Environment

The code of ethics gives us a framework in regard to how we should behave daily, in order to promote a safe and ethical space. A few strategies you can implement to encourage an ethically sound environment include:

(Click for each of the strategies to appear as they are mentioned.)

- Talk about ethics

Make it a point to talk with coworkers about appropriate behavior in the workplace. Further, talk with juveniles about the significance of behaving in an ethically appropriate way.

- Be self-assessing and monitor own behavior

Being self-aware of our own behavior is critical when making decisions regarding juveniles. Assess your decisions and make sure they are not violating any ethical rules and are what is best needed for juveniles in question.

- Be respectful and culturally sensitive

Interacting with juveniles, families, and coworkers while being sensitive to certain cultural needs conveys compassion and consideration. Doing so limits opportunities for unethical behavior.

- Don't tolerate unethical behavior

Remaining quiet about unethical situations is not acceptable. You must report all behavior you believe is unethical, in an effort to protect yourself and your coworkers and keeping juveniles safe in our care.

Q: What questions do you have about the information covered in today's course?

(Answer questions, if any.)

Final Thoughts

THERE IS NO RIGHT WAY TO DO A WRONG THING

- Adhere to professional ethics.
- Knowing how to report can stop larger problems from manifesting.
- Promoting an ethically safe environment takes a commitment from everyone.

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Slide 17 - Final Thoughts

Instructor's Corner:

PG: 15

Trainer Notes:



FINAL THOUGHTS

By following the Code of Ethics, you strengthen the safety and security of juveniles in care and avoid disciplinary action for yourself, for others, and cultivate an environment of trustworthiness and professionalism.

In closing, remember:

- You must adhere to professional ethics when performing your duties as a juvenile justice professional.
- Knowing how to report unethical behavior is critical when addressing inappropriate and illegal conduct and can stop larger problems from manifesting.
- Promoting an ethically safe environment takes a commitment from everyone and protects against legal ramifications.

Thank you for attending the *Code of Ethics and Disciplinary Proceedings* course today.